**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: Day 6 of Task 1 |
| **Unit Title:** **Unit 1 - Understand Place Value (Hundreds, Tens, Ones)** | | | | **Corresponding Unit Task: Task 1**  **Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item.** | | |
| **Essential Question(s):**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Number lines from previous lesson, counters of some type, computer access for skip counting song, number line sheet for assessment** | | **Student:**  **Pencil, personal number lines from previous lesson, two different color crayons or colored pencils** | | | **Number lines**  **Skip count**  **Twos**  **Fives**  **Tens**  **Hundreds**  **Increments**  **Count on**  **Plot**  **patterns** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2**  **Count within a 1,000; skip count by 5’s, 10’s, and 100’s** | | | | | |
| **I Can Statement(s):**  **I can count by 2s, 5s, 10s and 100s.**  **I can count by 5s, 10s, and 100s from a given number to 1000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Using the website <http://player.discoveryeducation.com/index.cfm?guidAssetId=4EAF371A-80D1-4E16-966D-CB66C06BC370&blnFromSearch=1&productcode=US#> the teacher will play The Skip Counting Song (by 10s, 5s, and 2s) (3.5 minutes long) | | | | | |
| **Teacher Directed:**  **Review skip counting by 10s and 100s using the plotted increments on a number line. Then ask students to skip count orally by 10s from 1-200.**  **Teacher directs each table to place one of the 1-1000 number lines (from yesterday’s lesson) on the floor. Students line up in their table groups to jump while skip counting aloud by 100s along the number line to reach 1000.**  **Begin introduction of skip counting by 5s on the 1-100 number line. The teacher will display the 1-100 number line on the white board and model and discuss counting aloud by 5s to 100. The teacher will mark each increment of 5 in some manner (magnet, symbol, or bounce their finger in increments of 5).**  **The teacher will repeat the process using skip counting by 2s to 100.** | | | | | |
| **Guided Practice:**  **Using the 1-1000 number line at each table (placed on the floor) the teacher will instruct each group to place a counter at the correct increments of 5s to 1000. The teacher will monitor student progress.**  **Using the 1-100 number line at their desk the teacher instructs the students to bounce their finger along the number line counting by 2s (they could say bounce 2, bounce 4, and so on as they move their fingers along the number line).** | | | | | |
| **Independent Practice:**  **Students will be given a number line and they will need to circle the increments of 2 in one color and the increments of 5 in a different color. Students will turn in the number lines to the teacher upon completion.** | | | | | |
| **Closing/Summarizing Strategy:**  **Students will talk at their tables about the patterns they noticed when filling in the number line in the two different colors.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip counting starting with other numbers rather than the general even numbers or numbers ending in 0 and 5. | | | Allow students to use a hundreds board in addition to the number line. | | | Practice creating and counting sets of objects in groups of 2 and 5. |
| **Assessment(s):**  Teacher will use the number line to assess student knowledge of the concept. | | | | | | |
| **Teacher Reflection:** (Next steps?)  This is for after the lesson has been completed. Teachers will need to decide on what went right/wrong and complete this here. | | | | | | |